

## INTERNATIONAL BUSINESS ETIQUETTE

### Teaching Module for Business Communications

#### *Week 1*

Students are introduced to business etiquette practices in the United States and the impact on their success in their professional lives. The primary source of information is the companion website for the course textbook. As this unit progresses, students are informed of a research and presentation project in which each of them will select a country, become educated on three aspects of that country's culture and business etiquette practices, and teach their peers.

Each student identifies three countries of interest to him/her. The instructor selects one of those countries and assigns this country to the student. This ensures that each student has a unique selection and that there will be wide diversity among the cultures presented.

#### *Week 2*

Each student begins the basic research and prepares a memo of introduction sent initially to the instructor. Web sites are provided by the instructor to initiate research and ensure accurate information

#### *Week 3*

The student is instructed to read the front page of a major newspaper of major cities in his/her selected country and report to the class. Initial web sites are provided.

The student prepares an outline for the presentation which must be 5-7 minutes in length. Topics to be covered in the presentation are geography, current political climate, impact of prevailing religion on culture, and three important business etiquette rules and the rationale.

#### *Week 4*

The student expands the outline information in preparation for an extemporaneous speech. The student is again instructed to read the front page of a major newspaper in his/her selected country and report to the class.

The student prepares an initial set of PowerPoint slides to accompany the spoken portion of the presentation and adds the previously prepared information to the Speaker Notes.

#### *Week 5*

The student prepares a handout that provides background information on the country and its culture and summarizes the key points of the presentation. The student will provide a copy to each class member when the presentation is given in final form. Students are instructed to plan to make a reference to the handout in their presentations.

The student delivers a first draft of the presentation to the class along with a first draft of the handout to the instructor. He/she receives feedback from the class members but primarily from the instructor.

#### *Week 6*

The student delivers the presentation with the handout to the class in final form. The students in the audience are encouraged to take notes and informed they will be tested on the presented material at the end of all presentations.

Rationale for presenting twice: A primary objective of the Business Communications course is successful oral communication. There must be a method of delivery with feedback and then an opportunity to respond to that feedback. The presenters improve delivery remarkably. The second delivery of information also aids the retention of the other students who are, in the end, tested on the material presented.

### *Week 7*

The instructor gives a presentation on China which follows the same outline as the students' presentations. During this presentation, however, discussion is held contrasting and comparing the business etiquette practices of the Chinese and all the other presented cultures with those of the United States.

### **Sample Assessment Items**

1. Presentation rubric evaluating content, visual aids, command of material, and delivery.
2. Quiz on information presented in student presentations. After all presentations have been given, students are given a true/false test which presents three statements about each of the countries. Two statements are derived from the handout and one comes from an oral statement stressed by the speaker. The students may use their handouts and notes.

### **Bibliography**

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- National Business Education Association, Creative Teaching Ideas for International Business, 1996.
- Sabath, Ann Marie, International Business Etiquette, Europe, Career Press, 1999.
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- Timm, Judee, "Cultural Sensitivity: The Key to Teaching Global Business," Business Education Forum, February 2003.

### **Videos**

- Your Cultural Passport to International Business, Meridian Education Corp., 1995.
- Jennings, Judy, 10 Basics of Business Etiquette, Meridian Education Corp., 1993.
- Davis, G. W., Understanding Cultural Differences, Creative Educational Video, Inc. 1996.

### **Recommended Student Reading List**

- Axtell, Roger E., Do's and Taboos . . ., John Wiley and Sons, Inc.
- Sabath, Ann Marie, International Business Etiquette. . ., Career Press.
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